



RIDGE SPRING-MONETTA HIGH

10 J.P. Kneee Drive
Monetta, South Carolina

Grades	9-12 High School	
Enrollment	278 Students	
Principal	Mason Cummings	803-685-2100
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Average	At-Risk
2008	Good	Excellent
2007	Below Average	At-Risk
2006	Good	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	17	3	4

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	79.1%	67.6%	58.2%	74.0%	71.0%	69.4%
Passed 1 subtest (%)	3.0%	17.6%	24.1%	13.5%	15.6%	16.4%
Passed no subtests (%)	17.9%	14.9%	17.7%	12.5%	13.4%	14.3%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	88.2%	86.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	68	67	220	200
Number of Graduates in Cohort	48	44	156	138
Rate	70.6%	65.7%	72.4%	70.0%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.7%	62.4%
English 1	40.4%	59.0%
Physical Science	24.2%	43.2%
US History and the Constitution	37.9%	29.8%
All Tests	39.9%	48.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=278)				
Retention rate	6.5%	Down from 6.9%	3.7%	3.7%
Attendance rate	94.6%	Up from 94.4%	94.6%	95.4%
Eligible for gifted and talented	8.3%	Down from 11.5%	7.0%	12.4%
With disabilities other than speech	12.7%	Up from 12.6%	14.5%	12.8%
Older than usual for grade	14.4%	Up from 13.7%	11.1%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.9%	1.1%
Enrolled in AP/IB programs	10.2%	Down from 16.8%	9.7%	13.1%
Successful on AP/IB exams	N/A	N/A	24.8%	50.4%
Eligible for LIFE Scholarship	26.2%	Down from 27.5%	27.6%	30.4%
Annual dropout rate	6.4%	Up from 3.7%	2.8%	3.1%
Career/technology students in co-curricular organizations	13.4%	Up from 10.2%	4.7%	2.2%
Enrollment in career/technology courses	162	Down from 202	337	424
Students participating in work-based experiences	12.7%	Up from 5.6%	10.0%	11.7%
Career/technology students attaining technical skills	64.7%	Down from 70.5%	72.3%	78.7%
Career/technology completers placed	89.7%	Up from 85.0%	98.7%	98.5%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Up from 60.9%	58.0%	60.4%
Continuing contract teachers	91.3%	Up from 78.3%	67.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.5%	12.0%	6.5%
Teachers returning from previous year	88.5%	Up from 88.2%	83.3%	86.8%
Teacher attendance rate	95.3%	Up from 93.0%	95.6%	95.8%
Average teacher salary*	\$48,031	Down 5.4%	\$46,841	\$47,390
Professional development days/teacher	11.6 days	Up from 9.9 days	10.2 days	10.0 days
School				
Principal's years at school	1.0	Down from 11.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 23.4 to 1	23.0 to 1	25.8 to 1
Prime instructional time	87.6%	Up from 86.1%	88.5%	90.1%
Dollars spent per pupil**	\$12,334	Down 3.6%	\$8,853	\$7,974
Percent of expenditures for teacher salaries**	43.5%	Up from 42.9%	53.7%	55.4%
Percent of expenditures for instruction**	47.5%	Up from 46.7%	59.8%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.8%	Down from 100.0%	95.9%	96.0%
Character development program	Average	No Change	Average	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	51	88.2%	218	39.9%	67	65.7%	No
Gender							
Male	25	88.0%	107	39.3%	32	65.6%	N/A
Female	26	88.5%	111	40.5%	35	65.7%	N/A
Racial/Ethnic Group							
White	21	95.2%	74	54.1%	29	69.0%	N/A
African American	26	80.8%	118	32.2%	34	61.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	24	33.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	25	32.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	19	36.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	38	84.2%	174	36.8%	48	62.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Community of RS-M High:

Ridge Spring-Monetta High School is still the Best Little High School in South Carolina. We fought through a few transitional challenges in 2009-2010 to produce a Palmetto Fellows Scholar, ten Life Scholars, individual recipients of the EnergySolutions Scholarship, recognition of the FFA at the National Conference, a National Beta Club Scholarship recipient, Marching Band State Finalists, and a host of other honors, awards, and recognitions.

RS-M High received an Absolute Rating of Average on the School Report Card and, unfortunately, did not meet Adequate Yearly Progress (AYP). Our graduation rate dipped slightly and we did not accomplish the goals we set for end-of-course testing. Those facts notwithstanding, RS-M High is striving to improve achievement and school/community relations.

Our school and community are in the early stages of administrative and philosophical transition. The need for interactive, dynamic partnerships between the school and community are vital to sustaining the success that we have earned during the past nine years, earning Palmetto Gold Awards in six of them. I fully agree with my predecessor that “we [receive] support from our area superintendent, advisory council, community, parents, assistant principal, guidance counselors, cafeteria staff, librarian, support staff, SRO, maintenance and custodial personnel. All of their efforts are the reasons the school has been so successful.” The next step is to raise those efforts to an even greater level, motivating our students to want the very same for themselves.

Ridge Spring-Monetta High is committed to creating an environment that sends productive citizens to college, our military, and into the workforce. We look forward to the challenge of addressing our weaknesses and augmenting our strengths. RS-M High is still the Best Little High School in South Carolina.

Mason Cummings, Principal
Dana Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	64	35
Percent satisfied with learning environment	79.2%	60.9%	74.3%
Percent satisfied with social and physical environment	95.8%	57.1%	64.7%
Percent satisfied with school-home relations	62.5%	76.2%	71.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	81	96.3	31.6	23.7	23.7	21.1	50	68.7	65.9	No	Yes
Male	42	95.2	35.9	25.6	28.2	10.3	46.2	62.2	60.8	N/A	N/A
Female	39	97.4	27	21.6	18.9	32.4	54.1	74.5	71	N/A	N/A
White	28	92.9	8	16	36	40	84	78.9	77.5	I/S	I/S
African American	45	97.8	40.9	31.8	18.2	9.1	31.8	51.7	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.1	80.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	60.9	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	16.6	21.3	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	59.6	47.3	I/S	I/S
Subsidized meals	64	96.9	37.7	26.2	23	13.1	42.6	53	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	81	97.5	24.7	40.3	23.4	11.7	44.2	63.2	62.3	No	Yes
Male	42	97.6	27.5	37.5	22.5	12.5	42.5	62.3	61.7	N/A	N/A
Female	39	97.4	21.6	43.2	24.3	10.8	45.9	64	63	N/A	N/A
White	28	92.9	12	32	24	32	64	73.7	75	I/S	I/S
African American	45	100	31.1	44.4	24.4	0	28.9	46	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	82.4	85.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	54.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	17.9	22.1	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	53.8	52.6	I/S	I/S
Subsidized meals	64	98.4	27.4	45.2	22.6	4.8	35.5	46.3	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	80	82.5	95.5	4.5	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Male	42	78.6	97.0	3.0	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Female	38	86.8	93.9	6.1	0.0	0.0	0.0	N/A	N/A	N/A	N/A
White	27	85.2	87.0	13.0	0.0	0.0	0.0	N/A	N/A	N/A	N/A
African American	45	82.2	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	64	82.8	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	75	98.7	23.9	35.2	35.2	5.6	52.1	65.9	61.8
	2010	81	96.3	31.6	23.7	23.7	21.1	50	68.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	75	98.7	25.4	36.6	18.3	19.7	47.9	66.5	62.7
	2010	81	97.5	24.7	40.3	23.4	11.7	44.2	63.2	62.3

* Adjusted to account for natural variation in performance.